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JOURNAL OF EDUCATION.

A. E. WINSHIP and A. W. BELDING, EDITORS
ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

The Human Element in Agriculture

The human element in mass is an atmosphere as definite and as indefinable as the earth atmosphere which the radiophone explores, and the waves of the human element in progress are as significant and as mysterious as are those of the earth atmosphere, and these waves, like the other, require a powerful projection. No human progress is started without a masterful force.

Agricultural progress provides a good demonstration of the human element in action. The first notable wave of agricultural progress was started from 1783 to 1803 by George Washington, Thomas Jefferson, Benjamin Franklin, and other famous men who rescued the Colonies and gave the world a republic with a great Constitution.

After a lull of indifference to intensified agriculture, there came from 1823 to 1843 another marvelous wave, started by John Jay and Henry Clay, Daniel Webster and Cyrus McCormick.

Then followed three decades of forensic challenge, political wrangling, war strife and financial recovery. An almost miraculous series of waves followed the resumption of specie payment in 1873, such as the development of the great Northwest, the creation of the varieties of wheat, the evolution of scientific flour making under the leadership of Washburn and Pillsbury, the creation of all sorts of fruits and vegetables by Luther Burbank, the evolution of Departments of Agriculture in states and nations and agricultural colleges all through the West, and the almost fanatical devotion to pure-blooded livestock by men with fortunes to invest in swine valued from $10,000 to $20,000, in sheep valued from $15,000 to $25,000, in cattle valued from $50,000 to $110,000.

Then there were the waves that taught the country boys and girls with enthusiasm for calf clubs, pig clubs, poultry clubs, winning excursion prizes and scholarships, with banks loaning the school boys and girls money for any agricultural adventure.

With this came the better rural schools, with consolidated schools better than city schools, country school teachers with better homes than city teachers, making a country life worth staying in and coming to.

Last, and not least, the wave which David Lubin started and into the swing of which American agriculture is now coming, with scientific marketing which will make transportation and banking the servants and not the masters of farmers.

The Good Old Days

This quotation from Boston Town Records, March 10, 1739—187 years ago: "Mr. William Torrey made a motion that the Town would consider of some effectual method to prevent frauds in the measure of coal."

Many of us know that life seventy years ago was no better than it is today, but this is the best illustration we have seen that there were coal troubles one hundred and eighty-seven years ago.

The ideal in New York City is 4,000 square feet for outdoor gardening with every new elementary school building.

Dr. Bagley's European Experience

Dr. William C. Bagley recently returned from a half-year in Europe, and says: "During my half-year in Europe I was able to gather many additional facts regarding the influence of mass education. Some of these confirm my faith in quite unexpected ways. In France, for example, I found data which have led me to the provisional conclusion that the secular moral instruction (so highly organized since 1887) has not only been influential but profoundly effective.

"Czecho-Slovakia, too, more than justifies the high station that I accorded to it in my book. It was to me an inspiration of the first magnitude to note the vigorous life and prosperity of the new republic and then to see in every schoolhouse either a picture or a bust of Comenius. More than that, the Czechs themselves appreciate what it has meant to them to make a great educator their national hero. Most of all I have been impressed as never before with the fact that universal education is the only bulwark between civilization and catastrophe."

Goucher College, Baltimore, takes the lead in outlawing bare knees, cigarettes and Charleston.

Sanders School Readers

Since our recent article on McGuffey Day at Miami University we have received innumerable letters and one of these has unusual interest. Dr. Daniel M. Parker, Hawkeye, Iowa, says that Will Carleton, author of "Farm Ballads," showed Dr. Parker his "Sanders Readers" and many others of his old school books which he cherished and would not part with for anything.

Many cities now refuse re-election to a teacher who has taught five years without receiving satisfactory credit for professional study in some satisfactory educational institution.

Appreciating Frank H. Beede

Superintendent Frank H. Beede has completed twenty-five years' service in New Haven, Connecticut, and is unanimously re-elected as superintendent for five more years, salary $8,250. We know of no other city superintendent who has been as scholastically related to a great university for a quarter of a century as Mr. Beede has been to Yale, and who has at the same time been the outstanding educator of the state for as many years.

Mr. Beede is a native of Dover, New Hampshire. Before he became superintendent of New Haven in 1900 he had been high school principal of Farmington, N.H., of Weymouth, Watertown, and Melrose, Massachusetts, of Willimantic and New Haven in Connecticut. He had also been submaster of the English High School, Somerville, Mass. Every change was a promotion, and in every position he was a notable success. He is scholarly and professional and a leader in all civic affairs. He is dean of New England superintendents.

Standardizing Common Schools

State Superintendent May E. Francis, of Iowa, issues a ninety-page Bulletin on "Regulations for Standardizing Common Schools," which is the most complete illustrative statement of success of the standardized rural school that we have seen. Undoubtedly Iowa is a close second to Illinois in the promotion of this phase of rural school improvement through state aid.

The standardized school gets credit for standardizing school grounds and outbuildings, the schoolhouse, the library and supplementary readers, the teacher, the school and community activities.

Practically all schools have been vastly improved by having these requirements clearly stated. As a sample of these official requirements we use those of "Grounds and Outbuildings":—

Two inside, separate, sanitary toilets, or two ordinary outside toilets provided with screens around the entrance which meet approval regulations.
Fenced playground of at least one acre.
Supervised play and playground equipment.
School garden and twelve trees.
School grounds improved this year by planting trees, shrubs and vines.
School grounds well cared for.
Fuel house in good condition and well supplied with fuel and kindling.
Good flag and flagstaff with flag displayed when weather permits.

Secretary S. H. Chace of Beverly, Mass., has arranged for a New England special train leaving Boston at 8.45 a.m., Saturday, February 20, reaching Washington at 8 p.m.

Boston School Board

The four organizations of Boston principals gave a testimonial banquet to Miss Frances G. Curtis and Dr. David D. Scannell, retiring members of the School Board. It was one of the most significant local educational meetings we have known. It was a revelation of the best educational spirit and tradition of New England.

No city could have a more sincere appreciation of public service and of public servants than was this, and no city ever had more deserving recipients of public appreciation.

Miss Curtis has been on the School Board twelve years, and her re-election has never been in question, and she could have been re-elected indefinitely, regardless of political complications in city elections. Dr. Scannell has been on the School Board much of the time since 1908, though he has twice thought that he ought not to take so much time away from his professional practice. Miss Curtis, a scholarly woman, talented in many lines, brilliant in speech and in social grace, has made service on the School Board a real business. In the parlance of the day she has never been "of the majority" of the Board, has represented the idealists of the city, has always made a noble contest for ideals, and has been famous as a good loser, has never left the Board rooms after a defeat carrying away the slightest trace of personal or professional resentment. She has been the only woman on the Board, a woman of Boston's highest social sentiment, but every man has regarded service with her as genuine comradeship.

Dr. Scannell has served with every group of educational leaders, with Superintendents Brooks, Dyer, Thompson, and Burke, and their supervisors. No one else has had such an opportunity. There have been hectic hours in these eighteen years, years in which leaders of groups have gone down and out in tragic campaigns, but Dr. Scannell, always in the forefront in every campaign, has never trimmed his sails, has never made professional conviction a personal matter.

One of the most impressive sentiments of the evening was his response to reference to his sacrifice. "Yes, it takes much of any one's time to serve on the Boston School Board, but the returns are too great to refer to it as sacrifice."

The School Board of five members serves without pay.

The address of the occasion was by the superintendent, Dr. Jeremiah E. Burke, who has been associated with the School Boards of Boston as associate superintendent or as superintendent for many years, and though many millions have been expended by each board, though the city has passed through many political crises, there has been no breath of suspicion of the misappropriation of a dollar of the city's money, or the misuse politically of the professional influence by any member of the School Board.

California School Fraternities

San Diego has had the most hectic politico-school situation resulting from the California Anti-High School Fraternity law. It has gone from heat to greater heat. School officials have been defeated and elected on that issue. Students have been expelled and Grand Juries have been called upon to issue indictments in consequence.

It now looks as though there might be peace and scholastic prosperity in San Diego. The following pledge was signed by the Gamma Eta Kappa, Beta Phi Sigma, Phi Delta, Pi Delta Kappa, and Delta Sigma:—

"We, the undersigned, being presidents or duly authorized representatives of the fraternities whose names are written immediately beneath our signatures, have this day entered into this agreement, to be binding not only upon ourselves but upon the fraternities which we represent.

"It is mutually agreed and understood that each and all of the organizations here represented will immediately take action to expel or suspend any and all members of the organizations who are at the present time, or who were, students of any elementary or secondary school in the county of San Diego within the last ten days.

"It is mutually agreed that this provision of the agreement shall be complied with in spirit as well as in fact; that no one of our organizations will indulge in any subterfuge to place the men on inactive lists or suspended lists of record, and still permit the men to retain all the benefits and privileges of the organization, but our action in this regard will be a sincere action to comply with the spirit of this agreement.

"It is further agreed that each of us and our organizations will use our best endeavors to secure the adoption of a by-law in our local organizations, prohibiting any person from becoming a member while such person is enrolled in any elementary or secondary school in the county of San Diego.

"It is further agreed that any of the organizations here represented which have taken the action contemplated by this agreement will immediately, over the signature of its president and secretary, file with the Board of Education a statement of such action; and that such of the organizations as have not already taken such action will immediately, upon such action being taken, cause such statement to be filed with the board of education.

"This agreement is made and entered into between the fraternities in a sincere desire on their part to prevent any student of any elementary or secondary school from violating the rules and regulations of the high school board of education and the existing law of the state of California with reference to such students becoming members of fraternities, which law is set forth in an act entitled 'An act to prevent the formation and prohibit the existence of secret oath-bound fraternities in the public

schools,' being act No. 7505 of the general laws of the state of California, enacted March 13, 1909.

"This agreement shall remain in full force and effect so long as the provisions of law of the state of California remain in substance as they are now set forth in this regard in the above entitled act.

"In witness whereof we have set our hands this 12th day of January, 1926."

In Wilmington, Delaware, the school children built four hundred bird houses for this winter, and the Park Commissioners are feeding the birds.

Unprecedented

Miss Mary McSkimmon, Brookline, president of the National Education Association, in her year of active field service of the National Education Association has had one experience that has had no predecessor and will have no successor for many a year we suspect. It was at the State Association meeting of Minnesota.

"Mae," was the greeting of Dr. Charles M. Jordan, superintendent emeritus, Minneapolis, who has recently had one of the city schools named for him.

"Mr. Jordan" was her response. More than forty years ago, Charles M. Jordan at twenty-six was principal of the Bangor, Maine, High School, and "Mae McSkimmon," a young girl, was permitted by him to do two years of high school work in one year. No one could be more proud than was Dr. Jordan as he listened to the sane and brilliant address of his student of more than forty years ago.

New York Survey Functioning

New York City had a most unusual survey costing $50,000 ending in March, 1925. The report was filed with the Board of Education in August, and frequent inquiries have come as to what had become of the report of the surveyors. The answer is not available. These reports in sections are being considered by special committees of the Board. Those already presented deal with school building program; cleanliness of buildings; library service, and training of teachers in service.

This survey was conducted by the City Board of Education with Dr. William H. Allen as director. He called to his aid, some as advisers and some as investigators, some of the biggest school men of America, like Dr. Payson Smith of Massachusetts, Dr. E. C. Broome of Philadelphia, Dr. Ernest C. Hartwell of Buffalo, A. L. Weeks of Syracuse, William H. Holmes of Mount Vernon, New York, A. N. Farmer of the Yeoman's Society, L. R. Alderman, now of the United States Bureau of Education, and others of similar characteristics of leadership.

The Self-Survey Idea got personal reports from all classes of schools, from every section of the vast city two statements from principals and teachers. First, of features of their work that were satisfactory. Second, features that were unsatisfactory. Dr. Allen's investigators checked up on these reports that called for special attention, and the report of the surveyors was the final acceptance of the advisers. A sample of these reports is that upon "Condition of School Buildings and Schoolrooms."

There were personal reports of nineteen principals, nineteen custodians. They reported on 742 sample schoolrooms and nineteen school buildings. Of the nineteen buildings six were good or better, but thirteen were less than good.

Of the 742 schoolrooms 292 were good or better, while 450 were less than good. In view of these conditions the advisers made heroic recommendations. This shows how unlike the traditional survey this was.

Cleveland will drop military training in the public schools. Only one member of the Board of Education voted to retain it.

The Degree Idolatry

Dean Frederick J. E. Woodbridge, Columbia University, is surprisingly frank. He says, what men with a little common sense have known for a long time, that "a degree is too often regarded with higher favor than the possession of ability." And this from a University Dean of the Faculty! Read with care what he says:—

"The worship of academic degrees has unfortunately become a form of educational idolatry. I once received a request from a college president for two 'Ph.D. professors,' and on inquiring what they were expected to do, was informed that that was a matter of indifference.

"In too many places in our educational system the possession of a degree is too often regarded with higher favor than the possession of ability. This we have little power to change, but it constitutes a pressure which is more easily evaded in words than in practice. That is why it is so important to be keenly alive to the situation in which we are placed.

"We have gone very far in our provision for students. And here, at Columbia, we can go as far as is needed through the wise utilization of the resources of university extension. These, I think, should be more effectively developed in the direction of continued and supplementary education, while the resources of these faculties should be more concentrated in the interest of scholarship and research.

"We are in a favored position to work out a good division of labor in this regard and ease the burden which is increasingly felt by these faculties of combining the scientific development of their subjects with provision for the educational needs of their students."

The Schools of Buffalo

By A. E. WINSHIP

The Buffalo Schoolmasters' Association with a membership of more than five hundred, with eight meetings a year, always in one of the large schoolhouses equipped for attractive catering, is one of many notable educational achievements of a highly important industrial city, under the inspiring guidance of one of the ablest city administrators of the country.

Several cities are functioning famously, but none surpasses Buffalo when one checks up all phases of public school service, and certainly no city has solved more vexatious school problems in a way that makes for industrial, civic, and social peace and prosperity than has Buffalo under the safe and sane progressive administration of Dr. Ernest C. Hartwell in the six years that he has been the power dispatcher of educational progress. The past six years have been the wonderful years of city administration professionally and personally. In these years more emergencies have been successfully met than in the previous quarter of a century. Scarcely a city has failed to function more wisely, more honestly, more professionally than ever before. In only one city has there been a suspicion of tragedy, while in practically every city there has been a glorious achievement due to the leadership of a courageous, sensible, progressive superintendent backed by public sentiment with the support of an intelligently loyal city press. In no city is all this better demonstrated than in Buffalo.

Years ago it would have been thought incredible that any city of less than 600,000 population should so much as consider a twenty million dollar building program for its public schools. But today Buffalo is in the final phase of such a program carried to completion without any undue burden of taxation whatever and without any spectacular features save the steady rise of new school buildings in every portion of the city.

A few years ago it would have been folly to suggest that upwards of $8,000,000 should be spent annually in the education of the children of a city of little more than a half million population. And yet, today, Buffalo is spending more than that sum each year so that its young folks may have an opportunity to become good citizens. There is no protest against the expenditure, for taxpayers are convinced that their money is being invested wisely. No reasonable request of those charged with the administration of public education is being refused. In this Buffalo is not alone, for large and cheerful appropriations are common, but nowhere are appropriations larger, or more cheerfully voted.

The public support, the championship of education by the city press, the absence of factional opposition by any "bloc," political or otherwise, are noteworthy, and this has been attained by no attempt at compromising in emergencies, but by a straight-forward program which has commanded general public approval. Morale in the teaching corps is as gratifying as any we have ever known. This eliminates friction from local jealousy and from "credit" ambition. There are reasons for this which are highly creditable to the professional spirit which Dr. Hartwell has encouraged. The student morale is equally praiseworthy, especially in view of the ease with which even college and university men can go crazy over some unimportant issue, athletic or fraternal. The high school spirit is developed along all lines. Each school has a "Museum" display of cups won in intercity athletics, while there are beautiful pictures on the walls won in intercity debates and oratorical contests. Here is a list of some art prizes won by the Buffalo high schools in national contest.

In the National War Savings Poster contest in which six hundred posters were submitted by high schools of the United States the National first prize, second, and third prize were all won by the Buffalo high schools.

In the American Humane Society National Poster Contest the first prize was won by a Buffalo high school.

In the Safety First Fire Prevention National competition the first prize went to a Buffalo high school.

In the National Posture League with one

The "best" city in the United States is not necessarily the city of the greatest wealth or the greatest number of industries. It is the city where life is most worth living. I believe this ideal of a great city is steadily growing in Buffalo, and that Buffalo is increasingly entitled to be regarded as the best city in the country.

There are a great many agencies steadily at work in Buffalo contributing to make life more worth living in this community. The Public School, of course, is the one tax supported agency upon which the State chiefly relies for the maintenance of the level of intelligence and virtue without which neither government nor business nor life can be secure or successful.—Ernest C. Hartwell.

thousand posters submitted, the first prize was won by a Buffalo high school.

In the National Electrical Week display a Buffalo high school won second prize.

In the Berkshire Art School National prize award for the best display in the United States, a Buffalo high school had the first prize in 1920 and also in 1922. One notable feature of the Buffalo work is the attention to every phase of the work; for instance, groups from the kindergartens meet to sing and to play to each other. Nearly every race and nationality in the city is represented. With no rehearsing all sing together the songs they sing in their own kindergartens. Then each kindergarten gives its own contribution, rhythmic games of their own creation, songs they have made themselves or beautiful old folk songs. Kindergarten bands play, and children step to some simple, really beautiful music. These kindergarten music feasts are a regular part of the school work.

The Buffalo schools magnify the reading habit. To encourage children to read outside of the regular textbooks, classroom libraries suitable to the grade are furnished by the public library. These are arranged in the corner of the room and children are encouraged to read them whenever their regular work is finished. They are urged to take books home. Credit is given in the upper grades for books read out of school. In one elementary school one year the children read thirty-six thousand library books. This was a school whose pupils are almost entirely of Polish ancestry.

The elementary schools have their own magazines which are exceptionally valuable in their educational functioning. We have never seen their achievement surpassed. These magazines are self-supporting, and are managed entirely by the pupils themselves under faculty direction. They are highly valuable in teaching the pupils to express themselves in forceful, idiomatic English. Contributions to these school magazines come from every grade, from the first to the eighth. In the last two years 62 per cent. of the pupils had at least one article published in the school magazine.

Nothing impresses us more than the results of the work in music. In every way music is emphasized as educational and as vocational. The teaching of music is professional and pedagogical.

It is used as inspiration and as a means of culture. In the McKinley Vocational School, with 450 boys learning the approach to some skilful trade one hundred and ten of the young men are in the band. They take lessons out-of-school hours. They play on all sorts of occasions. They are artists in their use of instruments. Of the twenty-five men teachers of the trades, eighteen are in a Teachers Band.

The brick layer, the plumber, the foundry men, and all the others have the spirit of culture as well as of trade students. No one can enter a Vocational School who has not completed an eighth grade, and the majority of the students have a tenth grade rank before taking the vocational school work.

All persons who give any real thought to educational matters recognize the value of good music and proper musical training. It is an uplifting influence, giving joy to those who appreciate it and adding mental acumen to all who become proficient in it.

Each school in Buffalo has either one or two orchestras where the pupils are carefully trained in the use of the various orchestral instruments, learning the technique necessary when playing with others, and are encouraged to become expert in their individual work. Selections of merit are used in their practice and a love for the best in music is cultivated.

Chorus work is an important factor in music. Aside from teaching the entire student body how to sing various songs, there are picked choruses aggregating 750 pupils whose voices have been carefully tested and the part to which they are assigned in singing is decided by this test.

By an arrangement with the State Department of Education, Regents' credits are allowed to pupils in the High Schools who are taking private lessons outside the school provided they show to the music teachers in the school that they have acquired the necessary skill to entitle them to such credit. Over 500 boys and girls in the various high schools are availing themselves of this privilege at the present time.

Other musical activities can only be mentioned such as daily selections on the organ accompanied by an explanatory talk to start the pupil toward musical appreciation; opportunities given to those who wish to learn how to play the violin, trombone, cornet or some other instrument; the band of students and the drum corps.

One of Buffalo's really famous educational achievements is the preparation of new elementary teachers, whether they come from a Normal School direct or from experience in another city, for class work in Buffalo.

The principal features of the Buffalo plan of caring for newly appointed teachers are as follows: By agreement with the University of Buffalo and Canisius College, a Jesuit institution, all graduates of the Buffalo State Normal School are given credit for two full years of collegiate work. Upon passing the city competitive examination they receive the usual probationary contract terminable at any time within two years, upon the successful completion of which their tenure becomes permanent. They are assigned to one of nine schools designated as "teacher-centres," given a regular class, and receive the full pay provided by the salary schedule for the beginning teacher.

The considerations governing the selection

of those "teacher-centres" were twofold.

First, the principal must have demonstrated unusual ability as a teacher-builder.

Second, the school must have established high ideals of achievement for the various grades.

For every five or six probationary teachers each centre has one supervisory teacher who, by reason of her high ideals, strong personality, capacity for growth, and unusual instructional skill, has shown special aptitude for this work.

She helps the probationary teacher plan her lessons; sympathetically evaluates her performance; takes her classes for demonstration purposes; aids her in her disciplinary troubles; keeps her in touch with the most helpful literature of her subjects; encourages, stimulates and assists her in all her difficulties; in short, acts as a "big sister" or official adviser.

For the work at the teacher-centres, if successful, the probationer is given two college credits for each semester on the ground that this constitutes her laboratory work. This teaching credit may be continued for three years, making it possible for her to secure twelve credits for successful teaching.

College credit for successful teaching is somewhat of a novelty. For the first time in the history of education, successful teaching under the most careful supervision is placed on a footing of collegiate equality with such sacred operations as changing chemical compounds and carving crayfish.

At the end of a successful year in the centre the teacher is assigned to one of the regular schools of the city, making way for other new appointees.

If she wishes to work for a degree, she must now decide on her future line of work as a teacher of upper or lower elementary grades, or of some special subject in Senior High School.

For each of these fields a course of required subjects, together with sufficient electives to complete the remaining credits required for graduation, is laid down by the University. This work is so arranged that it can all be taken after school hours, on Saturday forenoon, evenings, or during the summer. The teacher may progress rapidly or slowly according to her abilities and inclinations, and upon completion of this work, together with the submission of a satisfactory thesis, she is granted her degree at the University of Buffalo. Similar arrangements have been made with Canisius College.

The several advantages of the Buffalo plan of teacher-training are large:—

To the teacher herself, the opportunities offered by the scheme are especially great. Many a student has been forced to abandon a desire for a college education because of inability, real or fancied, to meet the financial strain. The Buffalo plan enables the ambitious student to get a college education under the most favorable conditions. The work at the Normal School involves no expense for tuition. The work at the College or University is done while the student is under full pay as a regular teacher in the Buffalo system.

Her introduction into teaching life at the teacher-centre is made under the most favorable auspices. Before this plan was inaugurated, the new teacher came fresh from the Normal School where her practice teaching, at best extremely limited, had been performed under more or less artificial conditions, under the watchful eye of a critic teacher, with small classes in a classroom for which she felt little or no responsibility. From this highly academic atmosphere she was suddenly transplanted into a classroom where she was made entirely responsible for forty or fifty children, every one of them watchfully waiting for the opportunity to try her out. Here she was left to sink or swim, subject only to such help as might be given her by a principal of a large school, so heavily charged with administrative responsibility and routine that very little time was left for assistance to the new teacher.

Compare the experience of a teacher under these conditions with that of the probationer at a teacher-centre, where she is associated with a group which is on the same footing as herself. She feels perfectly free to discuss her difficulties because she knows that all the other teachers are going through exactly the same experiences, and she has in the supervisory teacher a woman of strong personality, high ideals, great sympathies, wide experience, and unusual skill in teaching. Her ambitions are fostered, her ideas sympathetically considered, her difficulties removed. She has a friend, an adviser to whom she can go with all her troubles, who is, in fact, there for precisely that purpose. Under these conditions she cannot help but grow.

This plan co-ordinates the three great educational forces of the city—the Normal School, the University and College, and the public school. Under this plan these forces are brought into close co-operation with one another through the medium of the public schools for the definite purpose of better service.

This influx of highly trained teachers into all departments of the system constitutes a powerful influence in leavening the entire corps.

We found the principals ardently appreciative of this feature of the Buffalo schools, and it appeals to me beyond anything of the kind we have ever seen.

The very foundation of our civilization is work. Keep boys at work first, then they can play afterwards. Children need to work in the garden, out in the sun. It puts "pep" in them and gives them health and happiness.—Mrs. C. Cadwallader, Waterloo, Iowa.

A Platoon School Under Difficulties

By F. A. MORRIS

Superintendent, Stoughton, Mass.

A five-room building, having approximately fifty pupils to a room, with five teachers, each handling one subject, was the Stoughton, Massachusetts, Junior High School in the spring of 1925.

There were many unsatisfactory factors in this arrangement. A sewing teacher gave forty minutes once a week to small groups of girls, but there was nothing for the boys, and it was impossible to handle all the girls from one division at a time, so that much loss resulted from small groups missing regular recitations.

When the music and drawing teachers came, the regular teachers lost time while the special teachers were handling the classes. The large groups made individual teaching impossible, and there was no time for study in school. There was no opportunity for modern auditorium work, and the subject matter was the traditional grammar school curriculum.

After considerable study it seemed that an adaptation of the platoon form of organization was the best approach for improvement.

First, the school was divided into ten divisions, six in the seventh grade and four in the eighth. The divisions were from twenty to twenty-five pupils.

With five rooms, the traditional scheme of half time in home rooms and half in special rooms did not seem advisable, especially as teachers and pupils were already accustomed to departmental work. The first policy was developed right here, namely, to make as few startling changes as possible. New England people are conservative, and it seemed better to accomplish as much as possible without undue noise.

The teachers were assigned as follows: One to handle straight English—composition and grammar; one to handle arithmetic; one for geography and science; one for history and civics; and one for a mixture consisting of writing, spelling, literature, and hygiene. Two new subjects appear here—science and civics. I will speak later of other changes in the curriculum which came later.

A daily time-table was arranged, as follows: Two divisions were to be seated in each room, one studying and one reciting. This allowed for a change every second period, and by making a ten-period day, allowed every division to meet with every teacher.

We named the divisions from 1 to 10—1 to 6 being seventh graders and 7 to 10 being eighth graders. The room in which the first morning recitation was held was designated as the home room, and the home room teachers were made responsible for the personal welfare and guidance of that group. The divisions reciting first, namely, 1, 2, 5, 7, 8, were called Platoon Y, and the others, Platoon X. This time-table, which appears below, was called the basal time-table, and was put into effect during the first week. As it was on the same idea as the previous year's work, it worked with very little confusion. Each pupil was given a route blank, and a copy for his division was placed on the board in his home room for copying. A sample is shown below:—

BASAL TIME-TABLE.

Period	1	2	3	4	5	6	7	8	9	10
Teacher Room										
A-1	8	10	5	6	7	9	1	3	2	4
B-3	7	9	8	10	2	4	5	6	1	3
C-2	5	6	1	3	8	10	2	4	7	9
D-4	2	4	7	9	1	3	8	10	5	6
E-5	1	3	2	4	5	6	7	9	8	10

Stoughton, Mass., Junior High
Individual Program Card

Name **Div. 6**

Home Room Teacher C, Room 2

Period	Recite	Study	Home Study
1		Hist. 2	1 Eng.
2	Hist. 2 (Mondays 5)		2
3		Aud.	3
4	Eng. 6 Draw 2 (Mon.)		
5		Lit. 5	Mon. Drawing Day
6	Lit. 5		Wed. Manual Sewing Day
7		Arith. 3	
8	Arith. 3		
9		Geog. 4	
10	Geog. 4		

It will be noticed that Platoon X recites while Platoon Y studies, and vice versa. Any two periods may be interchanged with any other two. This is to be made use of later.

The second week several new items were introduced. First, auditorium. Room 1, which contains large high school desks, allowing two pupils to sit in one seat, was selected.

During the third period, Platoon X, which is normally studying, assembles in room 1. Division 5, which usually recites in that room, is sent to a small room, known as room 6, which is equipped with tables and chairs for sewing. On two days a week this auditorium is in charge of the music teacher, who spends the rest of her time in other schools. On one day a week the literature teacher conducts work in literature appreciation for the entire platoon. This work consists of reading of selections to the group, dramatization, and the like. It is just as well to do this with large groups, and supplies a much more real audience situation. On one other day outside speakers are secured, and on the fifth the different class groups present activities which they work up themselves, displaying interesting and instructive parts of their classroom work, or school activities. As we have no special auditorium teacher, the natural teacher takes the auditorium, and her regular recitation group, if not giving the demonstration, is given a written assignment, and sent into the room of some other teacher for supervision of behavior.

During the fourth period exactly similar procedure is carried on with Platoon Y, while Platoon X goes to recite. It is generally found better to have the whole school together for the more important outside speakers, so in that case, rooms 1 and 2 are thrown together by means of folding doors. Naturally this necessitates the loss of one recitation period, but we feel that this occasional loss is more than compensated by the gain from having high grade speakers, who could not be procured if they had to speak twice.

Second, drawing. This we are not sure is going to work out satisfactorily. Room 2, which has a northern light, was picked as the studio. The drawing teacher comes once a week, and a schedule was made of pupils who are studying. I shall not trouble to reproduce this. During auditorium periods she takes the pupils of teacher A, who takes charge of auditorium that day. Work is assigned for the pupils to do during the week in study periods, just as in any other subject. Two drawbacks have been found; first, that the periods are too short, and, second, that drawing seems to require supervision during "study" times. We are working to overcome the latter.

Next, manual training for the boys. We have no shop, no place for one, and no money to buy equipment if we had the place. We hired a young carpenter and contractor for the time from 1.30 to 3.30—the afternoon period. We bought a few simple tools. He takes the boys of one division each afternoon, thus having each group once in two weeks. These gangs go with him and do minor repairs about the buildings of the town. Such work has been done as rebuilding steps and platforms, building book and supply closets, resurfacing desks, and the like. The saving in carpenter hire just about pays his salary, and parents and boys both feel that the work is more valuable than making of articles in a shop. While the boys are with him, the girls of the same division are taking sewing. The sewing teacher teaches cooking and runs the lunch room in the high school in the morning.

Music. As has been noted, the music teacher handles each platoon twice per week. Formerly she came to the building once in two weeks, and a regular classroom teacher carried on the work in her absence. This year we are somewhat handicapped in that the pupils are really not prepared to do large group work, but in subsequent years this objection will be overcome as the work in the lower grades is strengthened. Junior high school pupils get more out of part singing of good music than they do from small group drill, we think.

As these changes came along, the school nurse became interested, and volunteered to give two periods a week for instruction in home nursing. We picked for this work the two divisions of girls in the eighth grade who are least apt to continue to high school, and the work is given in their study periods, on Wednesdays.

The next problem to be attacked was that of budgeting time. During the first week, the pupils studied in the room where they recited the same subject. This was all right for Platoon X, but it meant that Platoon Y studied after reciting, and forgot it all before the next day. Then auditorium took time from study, as did special subjects. Again, not every child needs the same amount of time on each subject. Therefore, the home room teachers took up with each child his individual needs, and helped him to develop a study schedule which fitted his needs. The schedules are not permanent. We have arranged that when any teacher notices that a child seems to need more study in her subject, she is to notify the home room teacher, who will help the child to remodel his program.

At the end of the first month it was found that the divisions which had been made on the basis of ability as recommended by the teachers of the previous year, did not seem to be very homogeneous so far as this year's work was concerned. An intelligence test was therefore given, and new divisions made on the basis of this plus the judgment of the teachers. Pupils were not told why the new divisions were made, but apparently most of them guessed. There was much more recognition of the justice of the change than there was resentment. These divisions are not permanent, but changes made whenever they seem advisable. However, due to the necessity of keeping the size of divisions uniform, changes have to be watched.

Teachers' meetings are held weekly. At these are discussed problems which arise in administration. Individual pupils are also talked over, and helpful comments made as to methods of improving them. I spoke earlier of curriculum changes. We are gradually

making over our courses in terms of pupil development. We have not yet reached the stage of differentiated courses for different groups, but that is coming. The aims of all the subjects are being changed from the former aims of knowledge of subject matter, to the aim of action as exemplified in changed behavior of the pupil.

Pupil activities are not forced on the pupils. The auditorium on one day a week is the pupils' problem. They are growing to it. Growth or development is noted in the following extra-curricular directions: athletics, orchestra, glee clubs, dramatics, radio, and possibly there are others which have not been noted. We encourage, but do not push. Ideas and their execution are supposed to come from the children themselves. In this connection the same relation exists between superintendent and teachers. Ideas which originate with and are worked out by the teachers have more value in improving the force than if they were handed out from the office. The superintendent's main job is that of silent salesman.

Now, as to the purpose of writing this article. The school here is not a perfected machine, but is still a day-by-day problem. We do not claim anything. Most of us have followed the platoon idea, but few of us have platoon buildings. Stoughton's problem was to find out if this idea could be used in a traditional, old type, New England school. Many other places would like to know the same thing. I have given some of the difficulties, and how we overcame them. There are still a lot of difficulties. Watching the solving of a problem is more interesting than looking at the pretty picture when it is all done. Possibly this may help some one else meet a difficulty, and in our reading we hope to learn how to conquer some of those we have not mentioned.

College Teachers of Education at Washington

The special sessions of the National Education Association, summer and winter, are great attractions. The attempt to make the winter meeting a superintendents' affair failed to materialize, and as every one should have known, the winter meeting, so far as programs are concerned, is majestic.

The College Teachers of Education, meeting at George Washington University, will present a program of itself equal to any program of a summer or winter meeting a few years ago. Indeed, it is not easy for a summer meeting in its general program to present such talent on such live subjects as at these sessions, February 22, 23, 24:—

"Report of the Committee on Teacher Training Curricula," W. W. Charters, University of Chicago.

"Specialized Teacher Training Curricula," M. E. Haggerty, University of Minnesota.

"The Undergraduate Curriculum in Education," W. S. Monroe, University of Illinois.

"The Recommending of College Seniors for Their First Teaching Positions," F. B. Knight, State University of Iowa.

"Courses for Elementary School Principals," J. F. Hosic, Teachers College, Columbia University.

"Experiments Looking Toward Fundamental Changes in Instructional Methods in Professional Courses for Teachers," S. L. Pressey, Ohio State University.

"The Academic Major in Schools of Education as Compared with the Major in Liberal Arts Colleges," W. C. Ruediger, George Washington University.

"Practices of Teacher Training Institutions in Guiding the Content Training of Their Students," P. W. Hutson, University of Pittsburgh.

"The Beginning Course in Education," Ralph E. Wager, Emory University.

"The Problem of Administrative Control in Colleges of Education in State Universities," J. A. Creager, University of Arizona.

"Needed Research in Education: Elementary Education," Charles H. Judd, University of Chicago.

"Secondary Education," Thomas H. Briggs, Teachers College, Columbia University.

"Higher Education," F. J. Kelly, University of Minnesota.

"The Development of Ability in Research," S. A. Courtis, University of Michigan.

"Curriculum Making in Moral Education," Ernest Horn, State University of Iowa.

"Apportionment of State School Funds," Fletcher F. Swift, University of California.

Business meeting.

"Limitations of the Social Principle in Making a Curriculum," F. S. Breed, University of Chicago.

"Investigations of Tests and Examinations in the Social Studies," G. M. Ruch, State University of Iowa.

"Training Teachers to Utilize Community Resources as Curriculum Materials," E. D. Grizzell, University of Pennsylvania.

"A Transplanted American Educational Administration, the Philippine School System," Carter Alexander, Teachers College, Columbia University.

"The Influence of Practice Exercises in Reading Arithmetic Problems upon the Ability to Solve Verbal Problems," Clifford Woody, University of Michigan.

"A Study of the Causes of Elimination in a College of Liberal Arts for Women," Agnes L. Rogers, Bryn Mawr College.

"The Whole vs. Part Methods in Learning," L. A. Pechstein, University of Cincinnati.

Personal and Professional

HENRY GRATTAN DOYLE, Foreign Department, George Washington University, Washington, D.C., who has built up the Department of Foreign Languages in the Journal of Education, and is conducting it for the fifteenth year, is now associate editor of Hispania, and assistant managing editor of the Modern Language Journal. He has a rare scholarly attainment, is an indefatigable worker, and has a winning professional personality.

WARREN T. COPELAND, who died in Brockton, January 12, at the age of ninety, was a prominent schoolman for many years, was then in the Massachusetts Legislature, and then was an officer of the Co-operative Bank of Boston until recently.

JOHN W. GRUNER, University of Minnesota, has made discoveries which show that there was plant life on this planet two hundred million years ago. He found traces of this life in iron formations of the Vermillion Range in Minnesota.

J. O. ENGLEMAN, superintendent, Terre Haute, Indiana, formerly with the National Education Association, the author of important school books, has led Terre Haute a fast pace of progress the past year. There are few virile professional records that the city is not making under his stimulus.

CLARENCE M. WEED, principal of the Lowell, Massachusetts, State Normal School, has two courses of lectures by outside schoolmen and women of prominence, the one on "Teachers' Qualifications from the Superintendent's Standpoint," by Maro S. Brooks, Medford; William H. Perry, Leominster; Zenos E. Scott, Springfield; and Harry E. Gardner, State Department of Education. The course, "Music in Modern Education," by Mildred Denver, South Hadley; Charles H. Miller, Rochester, N.Y.; Amy Ward Durfee, Maria Zain, Harvard University; and Gertrude Ehrhart.

J. W. IRELAND, superintendent of Frankfort, Kentucky, since 1918, is one of the most all-round school men of the South. His scholarship is exceptionally good, his professional leadership in the state has no rival. As an institute instructor and convention speaker in the Middle West he is among the most popular. He is chairman of the State Reading Circle Board, and has been president of the State Teachers' Association.

EMILIE YUNKER, Louisville, secretary of School Garden Association of America, insists there is such an uplifting and refining influence in raising flowers and wholesome vegetables that every possible effort should be made to encourage the growing of beautiful flowers and wholesome vegetables in home gardens as well as in school gardens.

DR A. B. CUSHMAN, president of the School Board of Dartmouth, Massachusetts, has been a member of the School Board of Dartmouth for thirty-six years and president of the Board more than half of that time. Dartmouth is one of the oldest towns in the state notwithstanding the fact that New Bedford and other municipalities have been taken from the original Dartmouth. Dr. Cushman has seen the town increase in population by leaps and bounds. In the last five years, since Mr. Paull has been superintendent, more than a quarter of a million dollars has been appropriated for new buildings, and a new high school will soon be provided for the students. The increased population is of the residential class.

F. J. VOGLTANCE, Schuyler, Nebraska, superintendent of Colfax County, issues a circular to his county teachers that is as good as we have ever seen by any superintendent. It is quite different from usual official literature.

"Teachers should follow a good modern textbook in the assignment of lessons, and use the State Course of Study as supplementary. The authors of the textbooks we use are all big, reliable authorities, and will not lead the child wrong. . . . A pupil may write on any subject he is prepared to write on and if he makes a grade of at least 75 (or 80) that grade is permanent and holds over until the pupil passes the entire examination. Each pupil may take his own time. All grades and credits in high schools, colleges, universities and institutions of higher learning are cumulative, why not in the sixth, seventh, and eighth grades? A child's mind will retain information longer than will an older person's. . . . It hurts a pupil to repeat work that he has completed and earned good grades in."

DR. ALBERT LEONARD, superintendent, New Rochelle, New York, is an artistic and scientific leader of the community as well as of the teachers and students. There are one hundred and fifteen acres loaned the students of the high school for planting and conserving trees, wild flowers, and ferns, and for promoting a knowledge and love of birds.

E. E. RAMSEY, State Department, Indiana, says that in State Normal Schools nine-tenths of the work should be laboratory and field work, and one-tenth with textbooks.

KATHERINE D. BLAKE, principal, Public School No. 6, New York City, urges that there be a garden for every child, or at least a window box, so that children will learn to plant and be patient.

Highly Important Official Decision

Dr. Frank P. Graves, New York State Commissioner of Education, has sustained an appeal by four members of the Board of Examiners of the city of New York from the findings of a committee of the New York City Board of Education condemning them for grave irregularities in the conduct of examinations of applicants for teachers' licenses and in relations and decisions made in such cases. The four examiners are James C. Byrnes, William A. Hanning, Walter L. Hervey and George A. Smith.

Frequent reference is made in the decision of the commissioner to Dr. Joseph M. Sheehan, former chairman of the Board of Examiners, who was appointed to the position of Associate Superintendent of Schools in the face of severe censure by the president of the New York City Board of Education acting as a committee of one investigating the Board of Examiners.

His promotion was made after the Board of Education had asked the Commissioner of Education for advice as to what should be done with a report of its committee.

The Board of Education is severely condemned by the Commissioner in this promotion of Examiner Sheehan before the Commissioner had an opportunity to consider the report. In sustaining the appeal of the four other examiners, Commissioner Graves does not pass upon the charges against Dr. Sheehan, since the latter did not file a formal appeal to Commissioner Graves.

The findings from which the appeal was taken followed an investigation conducted by President George J. Ryan of the New York City Board of Education, who acted as a committee of one and reported to the full board.

Commissioner Graves declared that an examination of the findings taken before President Ryan as well as at an inquiry conducted by the Commissioner had convinced him that the facts did not bear out the charges against the four examiners. The following statement as to the conduct of the examinations is included in the report of President Ryan: "Examiners Byrnes, Hanning, Hervey and Smith were guilty of irregularities. Undoubtedly guile was used by them in securing favorable action on certain cases. Though they sought to condone their dubious acts by resort to technicalities they could not conceal the fact that decisions that require such voluminous explanations are based on questionable grounds.

"Examiner Sheehan, as chairman of the Board of Examiners, had a splendid opportunity to organize that body into a strong and respected adjunct to the educational system. He failed. He at first enjoyed the confidence of his fellow members. His subsequent conduct resulted in the action of his fellow examiners in calling his irregularities to the attention of the superintendent of schools and in his removal as chairman. He used the powers of his office to override the decisions of committee heads. He ignored the courtesies common to professional groups. His methods in securing collective favorable action on appeals were, to say the least, dubious. He was guilty of the same irregularities that characterized the conduct of the four examiners previously named. He injected into the inquiry official documents from which he omitted essential elements and read from other documents to suit his testimony. The testimony clearly bears out his attempt at deception."

Commissioner Graves in sustaining the appeal from these findings says:—

"The brief of the committee refers to the particular cases relied upon to show that Examiners Byrnes, Hanning, Hervey and Smith were guilty of irrgularities, and that they were guilty of misconduct in securing favorable action therein. In my opinion, if the irregularities in the particular cases referred to were deemed by the committee a justification of the findings that the examiners named were guilty of guile or any other misconduct 'in securing favorable action in certain cases,' such finding is erroneous. Such irregularities as were disclosed by the evidence upon the investigation were not, in my opinion, intentional. In some instances the examiners may have been guilty of error in judgment or of mistakes in procedure. I find no evidence showing any lack of integrity or intentional wrong on the part of such examiners.

"My conclusion, therefore, must be that the petitioners were not guilty of such irregularities as would constitute official misconduct on their part, and that the committee erred in its finding that the evidence showed that 'undoubted guile was used by them in securing favorable action on certain cases.' And I further disagree with the statement made by the committee that 'Though they sought to condone their dubious acts by resort to technicalities, they could not conceal the fact that decisions that require such voluminous explanations are based on questionable grounds.'

"I am not required in this proceeding to pass upon the question of the sufficiency of the evidence presented upon the investigation to justify the findings of the committee as to the conduct of Examiner Sheehan. In the case of Examiner Sheehan, as in the case of Examiners Byrnes, Hanning, Hervey and Smith, if the conclusions reached by the committee were based on fact, charges should have been preferred against him by the Board of Education in proceedings for his removal from office. If he was found guilty of the conduct charges by the committee after a trial conducted in a judicial manner, he should have been dismissed from his position. We find, however, that the Board of Education, instead of considering its committee's findings as to Examiner Sheehan on the merits, ignored

them entirely and soon after they were presented advanced him to the position of associate superintendent of schools. It is fair to note that President Ryan, the committee in charge of the investigation, opposed Examiner Sheehan's appointment as associate superintendent.

"The conduct of the Board of Education in thus advancing Examiner Sheehan to the position of associate superintendent justifies, in my opinion, severe condemnation. The president of the Board had found him guilty of misconduct as an examiner. The evidence upon which his finding of misconduct was based was before the Board at the time of the promotion. The Board had, by a resolution, prior to the time when the promotion was made, asked the Commissioner of Education for his advice as to what should be done with the report of its committee and the conclusions reached and recommendations made by him. The Board of Education in promoting Examiner Sheehan as it did, before the Commissioner of Education had had an opportunity to consider or act upon the report which had been submitted to him pursuant to the Board's resolution, indicated an intent to ignore or belittle the result of President Ryan's investigation. Its action in so doing constituted a reprehensible affront not only to its President, but also to the Commissioner of Education, who had been asked to pass upon the question as to the conclusions reached by President Ryan relative to the conduct of the members of the Board of Examiners.

"The action of the Board in promoting Examiner Sheehan notwithstanding the severe condemnation of his official conduct as an examiner by its president, acting as a duly authorized committee of the Board, must be construed as a reversal of the findings of its committee as to Examiner Sheehan's official conduct. It must be held that the Board thus determined that there was not evidence of his misconduct presented upon the investigation sufficient to justify its president's conclusion. An examination of the record will disclose that, to say the least, there was as much evidence adduced upon the investigation in support of the condemnation of Examiner Sheehan as there was of the condemnation of Examiners Byrnes, Hanning, Hervey and Smith. I would not be justified in sustaining such condemnation, after the Board of Education had concluded that notwithstanding its committee's finding as to the conduct of Examiner Sheehan it had found him worthy of promotion to a more important position.

"It being determined upon this appeal that the conclusions as stated in the report of the committee relative to the conduct of the petitioners, Byrnes, Hanning, Hervey and Smith, are not justified by the evidence upon the investigation and the facts presented by the petitioners, the appeal must be sustained."

Technique in the Recitation—III

By JOHN B. OPDYCKE
New York City

Whether the assignment shall be made at the opening of the recitation, at the end of the recitation, or in and through the recitation, must be decided by recitation events and assignment character. It is safely made at the beginning of the recitation when the work it designates is not intimately linked up with the work in hand. When it grows out of the work in hand, however, it may be better to postpone it till the end of the recitation, or to make it at some intermediate point between the beginning and the end. Sometimes it may grow little by little out of the lesson points during the progress of the recitation and at the end of the period be accumulated and summarized by the teacher or by an appointed pupil. Some teachers are able to make assignments for a week at a time, testing the pupils in assignment recall at the beginnings of successive recitations. This plan may be a good one with advanced classes, and with subject-matter that falls into easy divisions and is therefore easily assigned in advance portions. As in the keeping of a plan book and in the many other teaching methods and devices, much depends upon the personality and the impressiveness of the teacher himself. We know teachers of English who successfully make of Monday or Friday a regular assignment day. One child in each class draws up a bulletin, similar to the Psalter Board in a church, and the assignments are canceled as the days go by; or the pupils, recalling the assignments from notebooks, write them in turn on the board day by day; or again, a class secretary reminds the class at the beginning of each period what the assignments for the day and for the morrow are. Such plan need not preclude the repetition of unsatisfactory lessons; it gives the able pupils opportunity to work in advance; it gives the less able pupils more time to study and prepare their lessons, and it affords good sound discipline, in that it trains pupils in systematizing and following up their school routine through notebooks and other mediums.

The assignment, it goes without saying, should be clearly and emphatically made. If it is a difficult one, its different phases and points of attack should be clarified. Illustration and parallel exposition should be brought to bear upon it by the teacher, and should be

developed from the pupils *in extenso*. Pupils should be made to feel responsibility for lesson preparation from the manner in which the assignment is made, and it should bear such effective stimulation as invariably to draw them into active participation of assignment discussion. Brief samples of the kind of work required by the assignment should be exhibited; and the teacher, by rapid call upon pupils here and there to see whether everything is understood, should thus clinch the assignment before passing to other matters. Every well-made assignment teaches children how to study. Supervised study begins (and should oftentimes end) in the assignment. The teacher in charge of study hall is a proctor, and should be nothing more. His attempts to aid and supervise study during study periods are likely to be nothing but meddling, at least as public education is presently organized. But the individual subject teacher should assign not only what is to be done but how it is to be done, and his assignment is not complete until he has done the latter thoroughly. What length of time should be devoted to making the assignment cannot by any means be dogmatically set down, though some educational supervisors would have ten or fifteen minutes rigidly set aside for assignment purpose in each recitation. We have ourselves sometimes made an effective assignment in three minutes, but it was a follow-up assignment, like one gone before. We have, again, devoted a whole period in making an assignment, but it had to do with new matter and new method, and required therefore a fund of expository and illustrative matter. Assignment in English composition usually and naturally requires a considerable amount of time, and when preparation work accompanies it, may very profitably be carried to a full period, or more than one. A general or introductory assignment in literature, wherein pupils are told how to get at a book and what to look for, like the general or introductory assignment in any kind of new matter, will require and should be given more time than subsequent assignments in the same matter.

The important thing, in making the assignment, is to tell children explicitly what is to be done. This should be followed by an exposition of more than one way of doing it, so that by variety of appeal as well as variety of method, all grades of intelligence in a class may be reached. The purpose of the assignment should be made crystal clear. Every child has a right to know why he is asked to do what he is asked to do. Step-by-step development of the assigned work should be suggested, though always in parallel rather than upon the specific matter assigned. In case individual assignments are to be made, they should be written on slips of paper and given to the pupils for whom they are intended. Rapid advancement of worthy pupils is often facilitated by making individual assignments calling for more advanced and more difficult work than the general class assignment demands. On the other hand, let it never be forgotten that the one most telling feature in teaching, for helping on the slow and the backward and the disinclined to study, is the assignment. More failures are due to bad assignments, if the truth could be arrived at, than to examinations good and bad.

The kind of assignment that teachers are most commonly called upon to make is the one that builds from old work to new, or to new phases of old work. This should mean that the recitation should move from and to assignments; it is the middle place between what has been previously assigned and what is to be newly assigned. In any such customary assignment the order of its presentation should reflect the order desired in the recitation that is to be based upon it. The pupil should understand it as a cue or a key to the development of the recitation that it anticipates. It is good to interrupt the assignment for the sake of getting the children to reproduce it in parts, and thus show whether they understand it clearly and can mark the divisions into which it falls. If the assignment indicates textbook or other reference, such reference may well be made a definite stopping or transitional point in the progress of the recitation to follow. And not the least important consideration in making assignments is that of variety. Assignments should not be made always in the same form, probably not always at the same time, certainly never in the mechanical, nonchalant, "take-the-next-three-chapters" manner. Even a chapter in a story usually needs assignment exposition.

REVIEW AND DRILL

Effective reviews are best organized by using the accumulated assignments for a certain length of time as a starting point. Children, at the beginning of a review, may be required to arrange assignments in composition work or literature or spelling, in chronological order, to relate one to another, and to jot down the salients of each lesson as recall is suggested by these assignments. This will be the easier for them if they are required to write and date all assignments made. The aim in all review in English should be to centre the work in essentials, to get the materials covered properly organized so that they may be easily remembered and managed and applied. Review work should be made interesting by the presentation of old materials in new lights and from new angles. Devices that train the memory are not altogether taboo, though any interpretation of review that makes of it a cramming operation is vicious. After the teacher has made review plausible to pupils by telling them its whys and wherefores, he should have little occasion to act otherwise than as guide and control. The children themselves by the use of review notebooks may be led to hit the high spots, to derive and fix principles in composition work, to relate and subor-

dinate episodes to plot and central action, to establish and analyze causes in their slips in spelling and grammar and punctuation. At least, it should be the aim of the English teacher so to train them in review work.

The term *drill recitation* has an ugly connotation. It has come to have such connotation principally because teachers of English have not been sufficiently discerning as to what kind of subject-matter requires drill, and also because they have not taken the same care to vary and enliven it that they have taken with matter upon which no drill is focused. The hammering-it-in method and the over-and-over-again method have value doubtless in the training of the will. But the-new-way-to-pay-old-debts method may also train the will the while it challenges attention and interest. Much used to be said by educators regarding the impropriety of using wrong example for the purpose of drilling in correct form, but they have come to see that it has a place, and a large place, in drill work, if not elsewhere. We have done more by way of drilling in business letter form through the use of the humorously incorrect letter, than could ever have been accomplished by the over-and-over-again monotony. Drill in the mechanics of expression may be similarly devised, so that the pupil may be made to feel a sort of personal conquest in correcting the errors in work other than his own, and at the same time take the lesson home to his own composition work. Drill work is destructive when it stultifies or deadens the interest. Here, again, let the child know the whys and wherefores of the drill cause. Keep the drill motive always clearly focused. Keep the drill method—questionnaire, topical, dictation, transcription, filling in blanks, whatnot—always alert and salient and tense and "on the move."

For both the review and the drill recitation the teacher must make use of creative exercises, exercises, that is, that are devised by him especially to meet the requirements of special groups and individuals within classes. There is no book that contains drill or review exercises to meet all demands, or nearly all demands. No such book is possible of construction. The numerous manuals in which drill and review questions are compiled are, many of them, excellent, as far as they go; but they meet the drill demand only in a general way. A certain group of children, let us say, requires frequent periodic reviews, while for others a final review is sufficient. One group requires drill in the pronunciation of a special kind of sounds, while another, racially different, requires pronunciation drill in a totally different kind of sounds. For some pupils topical review is the best; for others, questionnaire review is best; for still others, review by means of chart and graph and diagrammatic analysis is the only kind that is effective. The teacher must vary the method in both review and drill recitations to meet the demands of class and of individuals in a class. Unless he does this, and unless he studies to elevate review and drill work to the level of interest of other work, he will fail to make his method plausible to his pupil, and will thus nullify results.

RECITATION TYPES

We are hearing no end of talk about the socialized recitation, the recitation in which every child takes a natural part in the "recitation life," just as he does in his home and community life, and in which the teacher transfers his authority in part to the class as a social unit. The child is placed on his own, without too much (if any) restraint, and is permitted to talk like a human being (without waving his hands in the air), to discuss points with his classmates freely and frankly, to be himself, and to unfold himself before the teacher and the class just as if, it is always hoped, he were talking to his parents and his brothers and sisters. He is thus afforded training in the use of delegated authority as well as in deportment as a social democratic being. There is nothing new about all this. Like most new things, the socialized recitation is very old. It has tremendous values and possibilities in English teaching, for many of the subject materials lend themselves to round-table and living-room discussion. But as a steady diet, it is certainly not to be recommended. Occasionally used, it spurs and stimulates. Overused, it makes for confused thinking, not to say "confused behavior." Most of the time children must be made to feel that the teacher is in charge and, more, in full and positive leadership.

The socialized recitation lends itself to three particular dangers or weaknesses: Pupils may be reticent about participating, on the volunteer basis, and thus time may be wasted in waiting for the spirit to move them. On the other hand, they may be over eager, and as a consequence they may wander away from the central recitation aim. Again, a few outstanding pupils may dominate recitation procedures, the majority making no contribution whatever. This is probably the most objectionable feature to be listed against this particular type of recitation. It may usually be overcome, however, by a little tactful teacher guidance. And it may be turned to positive advantage in connection with the grading of pupils according to ability: The leaders in each of several groups may be segregated for accelerated work. Those who hold back may themselves be gradually developed into leaders, once their former leaders are no longer present to discourage by sheer ability and alertness. As an agency for making pupil assortments according to ability and readiness, the socialized recitation is possible of much greater development in educational grading than it has ever yet been used for.

[To be continued February 11.]

Book Table

A SCHOOL DICTIONARY OF THE ENGLISH LANGUAGE. Edited by Harry Morgan Ayres, Columbia University. New York, Newark, Boston, Chicago, San Francisco, Silver, Burdett and Company.

So much can be said in commendation that it is not easy to know where or how to begin. The most notable thing about the book is its handy size. Five inches by seven-and-a-half inches and scarcely an inch in thickness, and relatively light, despite the fact that it has 454 double column pages with type clear as crystal. It is made for school use by pupils as well as students. It has every word that would be likely to be wanted by a student, but without padding for the sake of a vast showing of words.

By using black-faced type for all words there is a great saving of space. For instance, in four inches of a two-inch column there are definitions of seventeen words beginning with mid—midday, midland, midnight, midrib, midriff, midship, midships, midshipman, midst, mid-summer, mid-summer day, midway, midwife, midwifery, mid-winter. Each of these words has an adequate definition, all in twenty-five lines of two inches. It is clearly a wholly new school dictionary, and will appeal to teachers and especially to pupils and students.

GENERAL HISTORY OF THE WORLD. By Victor Duruy. Revised and enlarged, with 30 maps in color. 1,000 pages. New York: Thomas Y. Crowell Company.

Duruy ended his record at the year 1848, the second French Revolution. Some twenty years ago Professor E. A. Grosvenor, of Amherst, added an admirable section of Contemporary History, which brought it up to the close of the century.

The succeeding twenty-five years, however, have been of such far-reaching importance that another revision has been completed covering the entire section of Contemporary History. North and South America have been fully covered for the first time; chapters on inventions, arts, letters and science have been added; the World War is fully reviewed in a special section, and the progress of every nation from that time up to January 1, 1925, is discussed in final chapters. The nice adjustments of boundaries, trade, economics, and politics, since the armistice, are succinctly reviewed. Some 400 pages of new material have been added, making this at once the most comprehensive and the most recent of world histories. Other invaluable features are the inclusion of thirty full-page maps in color and a full index.

To attempt thus to compress the world's story into a single volume is little short of monumental. Duruy's crisp style and nice discernment of essential facts have been admirably followed by his later editors.

EARLY SETTLEMENTS IN AMERICA. By John A. Long, late district superintendent, Chicago. Chicago, New York: Row, Peterson and Company.

"The Growth of Our Nation" is being told in a highly attractive way in a series of which "Early Settlements in America" is the initial volume.

The eight full page colored pictures alone make the book greatly attractive as a school book.

The story of each settlement closes at the point where the success of the settlement became assured.

The questions which precede the text of each chapter appeal to the experience, and to the constructive imagination of the pupils. The questions are not assumed to be definitely answered in the text, but aim to arouse interest in, and help to organize, the ideas of the narrative.

The order of the stories does not follow the chronology of the attempts at settlement, but the order in which children are most likely to think of the problems involved. These problems include: (1) The motives for emigration from Europe. (2) Finding suitable locations for settlements. (3) Building homes. (4) Getting food supplies for the different seasons. (5) Organizing the settlers into self-governing communities. (6) Dealing with the Indians. The story of the Pilgrims is used as the great example of the fundamental problems of settlement. It gives the best example of how a settlement should be made. Out of this story, and of the free discussions regarding it, the children will build up their first general notions of what making a settlement in a new country means.

FIRST SPANISH READER. Edited, with notes, vocabulary, and exercises, by Everett Ward Olmstead, Ph.D., Litt.D., and Edward H. Sirich, Ph.D., of the Department of Romance Languages, University of Minnesota. Cloth. 258 pages. Price, $1.20. New York: Henry Holt and Company.

Professor Olmstead has been one of our most successful textbook makers both in French and in Spanish. This attractive new Spanish reader for elementary classes in high school and college, edited in collaboration with one of his colleagues, represents his latest offering. The reader has three main points of appeal: (1) Its material is all written by Spanish writers, not manufactured by the editors; (2) the stories are interesting as stories; and (3) the material is suitable for beginners in high school and college alike. The first part of the book contains brief stories and anecdotes (mainly from the pen of Fernán Caballero), written in very easy Spanish, which may be taken up almost at the outset of the pupil's course. On this part are based the twenty pages of exercises which the book contains, and which follow the approved practice in exercise-making. Part two contains longer stories, representing the work of such writers as Alarcón, Valera, Pardo Bazán, Palacio Valdés, Blasco Ibáñez, Baroja, Clarín, and Rubén Darío (including the latter's famous "Death of the Empress of China"). The final story of the book, "María," is the work of a young Spaniard who is a member of the teaching staff of the University of Iowa, Antonio Heras. The editors have provided the usual notes and vocabulary as well as the exercises for conversation and composition already mentioned, and have also given brief biographical sketches of the various writers. A considerable number of Spanish proverbs and riddles are interspersed throughout Part one. The book is a useful addition to our list of Spanish texts.

PLANT AND ANIMAL IMPROVEMENT. A Textbook for Students of Agriculture. By Elmer Roberts, Ph.D., in consultation with Eugene Davenport, LL.D., both of the University of Illinois. Cloth. Illustrated. Boston: Ginn and Company.

We are somewhat interested in heredity and have been for several years. We have been especially interested in animal breeding and have read quite extensively the literature on live stock types, breeds, strains and rare individual animals, and we speak advisedly when we say that Dr. Elmer Roberts has harvested and marketed more valuable and invaluable facts about live stock improvement than we have found in any other 175 pages. It is simply a marvelous presentation of Animal Improvement.

BIRDS OF MASSACHUSETTS AND OTHER NEW ENGLAND STATES. Volume I, Water Birds, Marsh Birds and Shore Birds. By Edward Howe Forbush, director of the Division of Ornithology, Massachusetts Department of Agriculture. Colored Plates by Louis Agassiz Fuertes. Figures and cuts from drawings and photographs by the author and others. Issued by authority of the Legislature of Massachusetts. Printed by the Commonwealth of Massachusetts. 481 pages. 33 colored plates and 35 photographs.

This book is the first of a series of three volumes. The Commonwealth of Massachusetts is planning to issue a complete and comprehensive publication giving full description and illustrations of the birds recorded within its boundaries. Massachusetts is fortunate in having the services of Edward Howe Forbush, recognized as one of the country's foremost authorities in economic ornithology. His completed work, as indicated by his first volume, will be an invaluable contribution to the literature of ornithology. As a source of reference to students of birds as well as bird lovers it will be accepted as most authoritative.

Louis Agassiz Fuertes, leading ornithological artist in this country, deserves great credit for his remarkably beautiful colored plates. He vividly portrays the birds with their characteristic plumage and in their natural haunts. These plates capably visualize the descriptions in the text.

Data on each species is most complete. It gives the proper and common names of the bird, description, measurements, molts, field marks, voice, breeding, range, distribution in New England, season in Massachusetts, haunts and habits, and economic status. The survey of the water, marsh and shore birds ranges from the auks and loons through the gulls, pelicans, ducks, geese, heron, coots and plovers to the unmistakable and pretty oyster-catchers.

The objects of the work, to interest the general public of Massachusetts and New England in birds and their rational conservation, to provide the citizens with a means of identifying birds in the field or in the hand, and to furnish such such other information regarding birds as the people desire and need, will assuredly be accomplished.

Community, school and private libraries can eventually have at their disposal an efficient and complete reference work on birds.

ELECTRONOMY. By T. B. Edgington, LL.D. Cloth. 159 pages. Boston: The Stratford Company.

Of all the books on electrons that we have seen "Electronomy" by Dr. Edgington is the most easily understood, the most comprehensive presentation of the evolution of physical science in recent times, the most readily compassed.

Dr. Edgington follows the electron into all of its combinations and changes and points out the leading features of its architecture and movement.

While Dr. Edgington writes especially to champion his theory that "electrons are vortex rings" one does not have to accept his theory in order to get a vast amount of highly important historical and scientific information about modern physics and chemistry.

There is no excuse for any one's being without a working knowledge of the present theories of the electron, the atom and the molecule. It is as important for cultural scholarship for any one to think in scientific creative terms as to be familiar with the creation of the Hebrew, Greek or Latin languages. So far as we know Dr. Edgington's "Electronomy" is the easiest attractive way to secure electron-culture, to coin a phrase, that has been published. He divides his book of 159 pages into twenty chapters, each a masterpiece, upon Constitution of the Electron, Structure of the Atom, Mechanism of the Atom, Vibration and Heat, Gravitation, Inertia, Negative and Positive Electricity, Radioactivity, etc.

DON JUAN MANUEL: COUNT LUCANOR, or THE FIFTY PLEASANT TALES OF PATRONIO. Translated from the Spanish by James York, M.D., with an introduction by J. B. Trend. Cloth. Illustrated. xxviii+260 pages.

CELESTINA, or THE TRAGI-COMEDY OF CALISTO AND MELIBEA. Translated from the Spanish by James Mabbe (1631), with an introduction on the Picaresque Novel, and appendices, by H. Warner Allen, Taylorian Scholar in Spanish Language and Literature, Oxford University. Cloth. xci+345 pages.

New York: E. P. Dutton and Company.

These are two recent additions to the "Broadway Translations," which include a number of translations of representative examples of classical, medieval and modern foreign literature. Both are masterpieces of Spanish literature, and both have exercised a considerable influence in Spain and abroad. The "Conde Lucanor" of the Infante Don Juan Manuel (1282-?1348) was one of best of the early tale-collections; one of its tales, "Of what happened to a young man on his wedding-day" (No. 44 in this edition), is the earliest version of the story utilized by Shakespeare in "The Taming of the Shrew." The general plan is that of educating a young man by telling him stories to illustrate moral lessons, as in the equally famous "Seven Sages of Rome." Dr. York's translation, the only complete translation in English, was first published in 1868, and is here reprinted with an able introduction by J. B. Trend. The illustrations of the original edition are also reproduced.

The "Celestina" has played a remarkable part in the development of the Spanish realistic novel, which gave to Europe not only the "novel of roguery," derived directly from Spain, but also some of the most significant elements in the modern realistic novel in all countries. Its twenty-one acts would indicate that here is no true drama—despite its dramatic intensity—but rather a dialogue novel. Its dramatic aspect, however, has been of great importance in the history of the English drama; an English dramatic adaptation of about 1530 (the original dates from 1499) is called by Mr. Allen "the nearest approach to a romantic comedy which had up to that time appeared on the English stage." The first complete translation was that of James Mabbe, here reproduced. (Mabbe also translated the "Exemplary Novels" of Cervantes and the "Guzmán de Alfarache" of Mateo Alemán). Mr. Allen's introduction and appendices constitute a veritable treatise on the picaresque novel—indeed, on the realistic novel in general—in Spain and its influence in France and England from Nash's "Unfortunate Traveler" down to Dickens and Thackeray. A chronological table adds much to the clearness of the discussion. Mr. Allen also reprints the English dramatic version already referred to ("An Interlude of Calisto and Melebea").

The relations of Spain and England from the literary point of view have never yet been adequately studied. Such studies as we have only brush the surface. It is to be hoped that some reader or readers of these two masterworks of Spain may be inspired to make that comprehensive study of English-Spanish literary relations of which we stand so much in need. At any rate, the publishers of the "Broadway Translations" have done their part in providing the inspiration.

TREND OF THE TIMES

Senate Ratifies World Court Entry

By a vote of 76 to 17, the United States Senate on January 27 sanctioned American participation in the Permanent Court of International Justice. This was the culmination of efforts begun three years ago by President Harding and Secretary Hughes and renewed by President Coolidge. The State Department is now able to submit to the government participating in the Court the reservations on which American membership is contingent. If all these Governments acquiesce in the reservations, the United States will become a member of the Court, with voting representation in the Council and Assembly of the League of Nations whenever a Judge of the Court is to be elected.

The reservations, as included in the resolution, provide: (1) No implied membership in the League of Nations; (2) right to vote in election of judges; (3) United States to pay a fair share of the Court's expenses, as Congress shall determine; (4) United States may withdraw at any time, and Court statute not to be amended without consent of this government; (5) no advisory opinions touching the United States to be given without consent of the United States; (6) no issue involving the United States to be considered unless judgment is called for by general or special treaty between the parties in dispute; (7) no implied relinquishment of this country's traditional attitudes toward foreign and American questions.

Colonel Mitchell Resigns From Army

President Coolidge, in passing upon the court-martial sentence against Colonel William Mitchell, upheld the court's sentence of five-year suspension for insubordination, but restored to the Colonel all his allowances and one-half his monthly base pay. The modified sentence was to be in force during the "pleasure of the President." Following this official announcement, Colonel Mitchell tendered his resignation from the army to be effective February 1. Upon recommendation from Secretary of War Davis, President Coolidge accepted the resignation, although Mitchell did not state in his resignation that it was "for the good of the service," as prescribed by Army custom. Thus ends the presence in the army of one who has been the most outspoken critic of the military and naval chiefs.

Britain and Italy Reach Debt Agreement

The Anglo-Italian debt agreement was signed January 27 by Count Volpi for Italy and Winston Churchill for Britain. Italy agrees to pay Britain an annual average of a little over 4,000,000 pounds for sixty-two years, beginning March 15. The total indebtedness is placed at 272,250,000 pounds or about one-half of the original debt. Cabinets of both countries approved the settlement. Rome was very enthusiastic over the agreement and Mussolini praised Count Volpi for his fine accomplishment. These terms are regarded as much more liberal than those contained in the agreement between Italy and the United States.

French National Debt 520 Billion Francs

The total French national debt now stands at 520,000,000,000 francs according to Samuel Montague & Co., London. The internal debt accounts for 300,000,000,000 of this, of which 150,000,000,000 francs are consolidated, 50,000,000,000 are owed to the Bank of France and other institutions, 45,000,000,000 are short-term issues, and 55,000,000,000 francs are national defence bonds running for a year or less. Foreign obligations total, roughly, about 200,000,000,000 paper francs at present exchange rates, and in addition, the government will be obliged to spend 20,000,000,000 francs more in the devastated regions. It has been pointed out that the internal debt equals only 60,000,000,000 gold francs, or about double the pre-war debt.

World Mourns Mercier's Death

Mgr. Desire Mercier, Cardinal of Malines and Primate of Belgium, died at the age of seventy-four on January 23, after undergoing a major operation. Tributes to the great Belgian were expressed by leaders all over the world. After an elaborate state funeral in Brussels, the body was returned to Malines, where it was borne in solemn procession, preceded by a great silver cross, to the Cathedral of St. Rombault and there entombed in the crypt. Little known outside of Vatican circles or beyond the borders of Belgium prior to 1914, this modest, unassuming prelate gained international prominence by his relentless defiance of the German invaders and his unfaltering devotion to his people throughout the five most frightful years in Belgian history. He visited America in 1919.

Senate Prayers in Third Grade English

Alonzo G. Anthony, a proofreader on a Reading, Pa., newspaper, formerly in the Government Printing Office in Washington, wrote to Representative Charles J. Esterly complaining that the language used by the Rev. J. J. Muir, Chaplain of the United States Senate, is like that of a third grade schoolboy. Mr. Esterly referred the letter to Senator Pepper for "action," and the Senator's secretary said it would be "considered." Mr. Anthony enclosed a sample prayer clipped from the Congressional Record and wrote: "As a lover of good English and a proofreader, it sort of jars on my nerves to read so poor an example of the English language by a man in an important position."

Guggenheim Gift for Air Activity

Daniel Guggenheim, New York banker and miner who has dedicated the remainder of his life to furthering aeronautics, recently made a contribution of $2,500,000 to the cause. The $2,500,000 is to create the Daniel Guggenheim Fund for the Promotion of Aeronautics, with $500,000 immediately available for study and work, and the remaining $2,000,000 forthcoming whenever the trustees deem advisable. The $2,500,000 contribution, announced in a letter to Secretary of Commerce Hoover, is in addition to past aviation gifts by Mr. Guggenheim, who founded the $500,000 Guggenheim School of Aeronautics at New York University.

Consciences Eased; Treasuries Richer

Secretary of the Treasury Mellon recently received $200 and New York State Comptroller Murphy received $300 for the "Conscience Funds" from two unidentified New Yorkers who thus bought ease for their consciences. The note accompanying the contribution to Mr. Mellon said in part: "If possible I would appreciate your having either the New York Sun or the New York Times reporters made acquainted with this, so that I may read about it and have the satisfaction of knowing that the sum of $200 enclosed herewith has actually reached your hands."

Bumper Crop of New State Laws

A bumper crop of 13,018 new state laws was harvested from the thirty-nine State Legislature which met last year. This represents approximately thirty-two per cent. of the 40,986 seedling bills carefully transplanted from fertile minds into thirty-nine rich patches of Legislative soil, and according to the National Industrial Council, which compiled the returns, is an abnormally high yield, given even the most favorable conditions. For sheer fecundity North Carolina led all competitors with 1,173 new laws matured from 1,773 bills, or a more than sixty-six per cent. success. In individual productivity the legislators of Minnesota were superior, having gestated 2,797 bills, but it was a hard winter, and only 439 survived.

End of Home Life Seen by Scientist

Professor A. M. Low, well-known English scientist, predicted that years hence home life will have disappeared and people will virtually live in restaurants and hotels. In 1976 present-day types of ships will be replaced by giant hydroplanes which will skim along the surface of the water at terrific speed. Regarding clothes, the professor is of the belief that fifty years from now cotton, silk and wool textiles will be replaced by cheaper and more durable forms of vegetable fibre. The wardrobes of women will not be so large as now "because women, being by that time almost civilized, will not be swayed by every passing wave of fashion." Professor Low also sees an era of ugly factories built underground. There will be no more chimneys belching forth smoke, and factory hands will be better educated, as all the rough work then will be done by machinery.

New England Keen on Power Projects

New England is seething with a discussion of giant power. In every hamlet, village, town and city of the six states are persons who are concentrating on bringing to their communities an adequate supply of cheap electric power. Superpower, its cost and benefits, are being studied by farmer, merchant, industrialist, banker and engineer. New Englanders were spurred on to fresh efforts in the solution of their economic problems by Owen D. Young, chairman of the board of the General Electric Company, who advocated before the recent New England conference at Worcester the creation of a New England power pool, mobilizing the flow of New England's rivers and tides in order to concentrate the power required for industry at the most economical point of production. Governor R. O. Brewster of Maine and others who have studied the question of "white coal," believe that superpower will solve the problem of New England's dependence on anthracite, which is emphasized by the present coal strike. Hope is expressed that in time coal may be an obsolete method of generating power and that with the completion of the hydro-electric projects now contemplated the six New England States may be able to supply not only themselves, but also parts of Canada with cheap power.

French Professors Adopt Charleston Dance

The Charleston, which already has won popularity as performed by Negro dancers in Paris, has been adopted by the Union of Dancing Professors of France as the "dance of the year." The dancing organization annually introduces a new step, this year's choice falling to the popular American dance with modifications for the ballroom. It will be danced to fox-trot time as being more rhythmical than the "blues." Certain features have been toned down as too eccentric.

Niagara Falls Wearing Out

Niagara Falls is committing suicide, according to Secretary Hoover, and within the next thirty or forty years the natural beauty of this great wonder of the world will have been destroyed unless means are taken to check the destructive process now going on. A modest amount of engineering work above the falls, the secretary added, would maintain the scenic value of the falls and preserve them in much their present condition for a long time. If this is not done they will, at the present rate of working back, be gone in another generation.

Japanese Premier Succumbs to Influenza

Four days after being taken ill with influenza, Viscount T. Kato, Premier of Japan, died. Viscount Takaaki had held a prominent place in the domestic and foreign politics of Japan for more than thirty years. While Ambassador to England, he was credited with making possible the Anglo-Japanese compact that he and Sir Edward Grey signed in London on July 13, 1911. It was on account of this treaty that Japan declared war on Germany on August 23, 1914. He was known as the least sympathetic among Japanese statesmen toward America, and as the most irreconcilable on the issue of Japanese immigration to America.

World's Biggest Airship Planned

Carl F. Fritsche, general manager of the Aircraft Development Corporation of Detroit, announced in an address before the American Society of Mechanical Engineers at the Engineers' Club in New York that his company was planning to build an all-metal airship with a capacity of 5,000,000 cubic feet of gas, two and one-half times the size of the Shenandoah. "Our giant metal-clad ship will be equipped as luxuriously as a Pullman," said Mr. Fritsche, "and will have safety features embodied in the construction which will make it fire-proof and weather-proof. In the event of war such a ship could be made available for military purposes and for scouting within forty-eight hours. The Shenandoah had a gas capacity of 2,148,000 cubic feet. She was 680 feet long, had a diameter of 76.78 feet at midships and weighed, empty, 77,050 pounds.

Wins Town Criers' Test

The musical tones of the voice of J. Anderson, town crier of Abertridwr, Glamorganshire, Wales, has won him the British town criers' championship, even though his voice could not be heard seven miles away, as was the case of some of the bellowings of other contestants. For a full day at Pewsey Village, in Wiltshire, England, scores of variations of "O'yez, O'yez, O'yez!" carried into the hills about with resounding echoes. But the judges disregarded this long-distance qualification when they heard Anderson do his bit. His voice is described as like the "tinkle of glass amplified 10,000 times." Anderson earns a half crown for each sixteen times he exercises his championship throat in O'yezing.

New Idea for Safe Skating

Hoping to popularize himself with the skaters, the burgomaster of Rossdorf, Hessen, Germany, announced that the community's swimming pool was ready for skating, but skating enthusiasts found the ice cracked and sagging. The burgomaster had drained all the water out to prevent drowning.

Uncle Sam is preparing to sponsor a $200,000,000 bonfire of discarded shipping board vessels on the Potomac river.

EDUCATION IN ACTION

Student Wins $1,000 For Essay on Dress

Miss Rosamond C. Cook of Teachers College of New York won the $1,000 prize for the best essay on "What Does a Woman Desire in Dress?" conducted by a New York firm. The contest, in which girl students in schools and colleges throughout the country participated, was conducted over a period of four months. In her essay Miss Cook said the four things a woman desires in dress are personality, purpose, adequate price, and perseverance and patience in buying. Miss Agatha Churcher, of Fresno State College, Cal., won a second prize of $500. Miss Virginia Towse of Mount St. Mary's Seminary, New Hampshire, won a frock as third prize.

Meiklejohn to Teach at Wisconsin University

Dr. Alexander Meiklejohn, former president of Amherst College, has been appointed to a post in the philosophy department of the University of Wisconsin. Dr. Meiklejohn's position at the university was made possible by the establishment of an extra professorship in the philosophy department by the late Thomas E. Brittingham. From 1901 to 1912 he was dean of Brown and at the end of that time he took over the presidency of Amherst. He has not held a scholastic position since 1923, when he resigned at Amherst. He has passed the intervening time in lecturing and writing.

Historic Chair Acquired by Academy

The Phillips Andover Academy has acquired the old rocking chair in which the Rev. Samuel Francis Smith sat when he wrote in 1832 the hymn "America." Smith at the time was a student at the Andover Theological Seminary, then a part of the academy. He is said to have written the words in half an hour. The chair, long in possession of his descendants, once was carried to California, but now is in Andover to stay.

"Ten Worst Books" to Be Listed by Library

The New York Public Library Staff Association has begun the publication of a staff bulletin. It will contain a unique column called "Our Discard" which will contain a review of books "we would not take on a desert island." Under the heading of "The Ten Worst Books" announcement is made of a Worst Book Voting Contest, and readers are invited to send in suggestions for the ten worst books that have been published in recent years, preferably among those that have been "best sellers." A prize of the worst book on the list, if the winner wants it, is offered to the winner of the contest.

College Enrollment Shows Increase

Of the 184 approved colleges and universities in this country, 157 reported an increase in attendance over last year. The average increase for the year 1924-25 of full-time students is placed at seven per cent. In number of regular full-time students California leads with 16,294, and Columbia is second with 11,727. In total enrollment, comprising 1925 summer school and part-time students, as well as full-time regular students, Columbia ranks first with 29,701; California is second with 24,628; New York University is placed third with 19,900, and the University of Minnesota comes fourth with 18,200. Other enrollments are: Chicago, 12,950; Illinois, 12,785; Michigan, 12,181; Wisconsin, 11,371; Ohio State, 10,725; Pittsburgh, 10,465; Harvard, 10,396; Boston, 9,687; Northwestern, 8,712; Nebraska, 8,453; Washington, 8,138; Cincinnati, 7,738; Cornell, 7,420; Texas, 7,202; Southern California, 7,168; University of Iowa, 6,915; Syracuse, 6,479; Colorado, 6,155; Oklahoma, 5,613.

Resigns as Protest Against Dances

"The school dances were immodest and disgraced with liquor drinking," declared Dr. David Gibbs, in explaining his summary resignation as superintendent at Meriden, Conn. His resignation came about when the School Board voted, over Dr. Gibbs' protests, to permit a resumption of high school dances which were stopped in 1923 for serious causes. The matter was brought up by a representative of the student council and a delegate of the Woman's Club, who pleaded for dancing again under proper supervision. "Previous to the banning of dances at Meriden High School two years ago, I received telephone calls as late as 2 o'clock in the morning from mothers who said their daughters had not got home. That was hours after the dances had closed," Dr. Gibbs said. "We could control the dancing at school to some extent, but our control ceased when the pupils left the building, and my opinion has not changed since we stopped dances," he concluded.

Correct English Economy Measure

Speak correct English and save yourself money, is the appeal that Miss Clara Beverly, supervisor of English in Detroit schools, is holding out to the taxpayer. "English as it is misspoken actually costs money," she said. "Children acquire faulty English habits from their parents in preschool days. The teacher then spends much of her time, and therefore much of the taxpayers' money, in overcoming those habits." She asserts that all this would be unnecessary if parents would watch their speech. Correct these English errors and reduce taxes, she advises.

Ypsilanti, Michigan, State Teachers College has met with a serious loss in the burning of the new Lincoln Consolidated School in which the ideals of Dr. M. S. Pittman were being realized. The community has already voted to replace it with a fireproof building. Our personal interest in the Lincoln School develops from the fact that we had the honor of laying the corner stone a few months ago.

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BOSTON

Need of Economy Urged on Farmers

G. F. Warren, professor of agricultural economics at Cornell University, speaking at the annual farmers' week at the College of Agriculture, University of Illinois, urged upon Illinois farmers the exercise of caution in making long-time investments, economy in the use of the present high priced labor and restricted buying until adjustment between farm prices and retail prices takes place. "It is wise for farmers to be careful about making investments at prices very much above pre-war level, unless these investments will pay for themselves quickly," he cautioned. "High wages have made the disparity between farm prices and retail prices very great, and until adjustment in prices occurs the only thing for the farmer to do is to buy as little as possible. This means more gardens, more home butchering, more canning of fruits and vegetables and more repair of machinery at home," he advised.

Yale Helps Schools Teach History by Films

In order to make available to other institutions the results of its extensive researches on the best ways of teaching history through motion pictures, the Yale department of education announced that it will co-operate actively with schools and colleges desiring to employ the most effective methods in the use of this new instrument of historical education. A program of careful and systematic investigation is now being carried on by the department of education, according to the announcement, to determine from actual practice ways of co-ordinating motion pictures with classroom work. This investigation has been especially concerned with the use of the Chronicles of America motion pictures. One feature of the work has been the completion of a series of fifteen preliminary outlines from which the teacher can lecture and prepare the class before the films are shown. The system of co-operation which the department now offers to all schools and colleges is already in effect in New Haven by arrangement with the city Board of Education.

Rural Schools Enroll 12,000,000

The United States Bureau of Education estimates that there were in 1924 approximately 12,000,000 children enrolled in strictly rural schools; that is, schools in which the majority of the children come from farmhouses or live in villages or towns of fewer than 1,000 population. For the education of these children the one-teacher school is still the prevailing type. It enrolls more children than any other kind of school in rural communities, probably about 4,750,000, or about forty per cent. of the total 12,000,000. Consolidated schools enroll about 2,730,000 or twenty-three per cent. of the total number. Small villages account for 2,250,000, or nineteen per cent. The two, three and four-teacher schools in the open country follow with 1,500,000, or twelve per cent. The 750,000 which remain unaccounted for in the above estimate are enrolled in certain types of schools—union, county, etc.—not reported as consolidated, and in larger towns where they board or to which they commute or travel in other ways.

Dr. C. E. Benson, professor of Educational Psychology, School of Education, New York University, delivered the following series of lectures: "Improving the Child's Mental Efficiency," "The Attitude of the Learner," "Building Habits in Children," and "Educating a Nation" at the Combined Institute of Mahanoy City, Mahanoy Township and Shenandoah School District of Pennsylvania on January 4 and 5.

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Maine Boy Excels Girls in Canning

Announcement of the winners of the ten projects in the twelfth annual state contest of the county representatives of the Boys' and Girls' Agricultural and Home Making Clubs was made before more than 100 delegates and leaders, assembled at the college of agriculture of the University of Maine. A boy again demonstrated that he was slightly better at canning than a girl. William Blaisdell of Franklin was awarded first honors in the canning project. Miss Mildred Luce of Farmington excelled the boys in the dairy project. Other winners were: Margaret Urquhart, cooking and housekeeping; Norman Hamlin, chick raising; Stanley Harmon, garden; Paul Butterfield, sweet corn; Elmer Hutchinson, pig raising; Alfred Dolloff, potatoes; Catherine Foster, room improvement; and Edna C. Hurd, sewing.

Makes Bequest to Bureau of Education

An estate of nearly $50,000 was left to the United States Bureau of Education by Francis Gurks, a ninety-four-year-old "newsboy" of Portland, Ore. A picturesque character, clad in rags with burlap wrapped about his feet in place of shoes, Gurks was on his corner in the downtown district every night crying his papers. He died without any known relatives. Search of his effects has revealed investments in bonds and stocks. Though known as Gurks, his real name is believed to have been O. E. Green.

Science Course for High School Teachers

A new course in science for High School teachers in New England has been started by the Massachusetts Institute of Technology. The course is designed to cover the latest theories and developments in chemistry. Professor W. C. Schumb delivered the first lecture. The course will consist of a series of lectures to be given on alternate Wednesday for four months. Each lecture will be delivered by a different member of the instructing staff of the chemistry department of the institute.

Dean Pound Finishes Arbitration Board Work

Dean Roscoe Pound of the Harvard Law School has completed his work with the board of arbitration of British-American affairs and has returned to his office in Langdell Hall. The dean had been in Washington at the behest of President Coolidge since late in October, representing the United States on this board. Sir Charles Fitzpatrick, G. C. M. G., took care of Great Britain's interests, and Senator Albert Nerinx, professor of public law at the University of Louvain, was the neutral member. Many important points of dispute between this country and England, some of which have been the cause of friction for decades, were settled amicably.

Mt. Holyoke Council Lifts Smoking Ban

The representative council of the student community of Mt. Holyoke College, South Hadley, Mass., has voted to repeal the rule forbidding smoking at the college. It is understood that the ban will be continued by the administration, but the student who smokes after the present college year will not be violating a rule of the student body. During the year sentiment has been about evenly divided on the question, but a vote some time ago revealed a small majority in favor of smoking and the subject was referred to the conference committee, which includes several faculty members. This body recommended the repeal of the rule, with the amendment that it be enforced the remainder of the term. The repeal in this form was voted.

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GRINS BETWEEN GRINDS

Out of the Mouth of Babes

Six-year-old Dorothy and her eight-year-old brother were discussing the knowledge of their respective teachers, and Dorothy was getting the best of the argument, "Well, anyhow," declared the brother, "you and your teacher don't know what 'incomprehensible' means."

"Oh, I know," cried Dorothy, jumping up and down in her excitement over scoring another point; "it means 'income tax.'"—Ladies' Home Journal.

The "Deficit"

Professor X—"Define the word deficit."

Student Y—"A deficit is what you've got when you haven't as much as if you had nothing."—Dartmouth Jack o' Lantern.

He Knew His Tables

"I can tell you how much water runs over Niagara Falls to a quart," asserted the young man at the climax of the dispute.

"Well, how much?"

"Two pints."

He Should Worry

Workmen were making repairs on the wires in a schoolhouse, when a small boy wandered in.

"What you doin'?"

"Installing an electric switch," one of the workmen said.

The boy then volunteered: "I don't care. We've moved away, and I don't go to this school any more."

Maybe

Matty—"I wonder if Professor Kidder meant anything by it."

Charlie—"By what?"

Matty—"He advertised a lecture on 'Fools,' and when I bought a ticket it was marked 'Admit One'."—American Boy Mag.

Yeah!

Professor—"How many make a dozen?"

Class—"Twelve."

Professor—"How many make a million?"

Class—"Darned few."—Log.

The Demagogue Defined

"Father," said a small boy, "what is a demagogue?"

"A demagogue, my son, is a man who can rock the boat himself and persuade everybody that there's a terrible storm at sea."—Woman's Journal.

Her Explanation

"Bessie," said her mother, "why is it that you and your small brother are always quarreling?"

"I don't know," returned the child, "unless I take after you and he takes after papa."—Boston Transcript.

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National Academy of Visual Instruction

The National Academy of Visual Instruction will hold its seventh annual meeting at Washington, D. C., February 22-24, 1926. All meetings will be held in the auditorium of the United States Department of Agriculture Motion Picture laboratories. State and city departments of Visual Education as well as commercial concerns dealing with Visual Education materials have been invited to prepare exhibits for their products. All teachers whether members of the academy or not are invited to attend the general meetings. The National Academy of Visual Instruction is a purely professional organization for the study of problems relative to the use of Visual Aids in teaching. Further information may be obtained from the secretary, J. V. Ankeney, West Virginia University, Morgantown, W. Va.

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not dropped by rule. Every effort is made to find out the reason back of the trouble and, if possible, to remedy it. If the financial situation or the health conditions, or the family trouble are alleviated the student is allowed to proceed on probation. But if the conditions are too serious to be relieved, or if the trouble is with the disposition of the student, he is not lowed to register again until there is evidence that things will go better. Frequently, a year at hard labor is effective in renewing a right spirit in a slothful boy. The important point is that students are not subjected to the working of a rule that takes precedence over the judgment of those who know him best. He is not sent to another institution which does not know him at all, and which for lack of knowledge would probably make the same mistakes in dealing with him that we have made. In short, the policy at present in Columbia College is for us to burn our own smoke just so far as we can."

Meetings to Be Held

FEBRUARY, 1926

8-13: Oklahoma Education Association, at Oklahoma City. C. M. Howell, secretary, 708 Continental Building, Oklahoma City.

12-13: Connecticut State Teachers' Association, at Hartford, New Haven, Bridgeport, and Norwich. Samuel P. Willard, Colchester.

21-25: N. E. A. Department of Superintendence, Washington, D. C.

MARCH.

18-20: North Carolina Teachers' Assembly, at Raleigh. Jule B. Warren, secretary, Box 887, Raleigh.

18-20: South Carolina Teachers' Association, at Columbia. J. P. Coates, 709 National L. & E. Building, Columbia.

APRIL

1-2-3: Alabama Education Association, at Birmingham. R. W. Cowart, secretary, Montgomery.

14-18: Georgia Educational Association at Macon. Kyle T. Alfriend, secretary, Forsyth.

17: Massachusetts Teachers' Association, at Boston. Stanley R. Oldham, secretary, 15 Ashburton Place, Boston.

21-24: Kentucky Education Association. R. E. Williams, secretary, 4518 Southern Parkway, Louisville.

30-May 1-2: Mississippi Education Association. Place to be announced later. W. N. Taylor, secretary, 425 Edwards Hotel Building, Jackson.

JUNE.

21-24: Ohio State Teachers' Association, at Cedar Point. Frank E. Reynolds, secretary-treasurer, 428 Chamber of Commerce Building, Columbus.

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